



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 10511225
SAU: Durham School Department
School: Durham Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

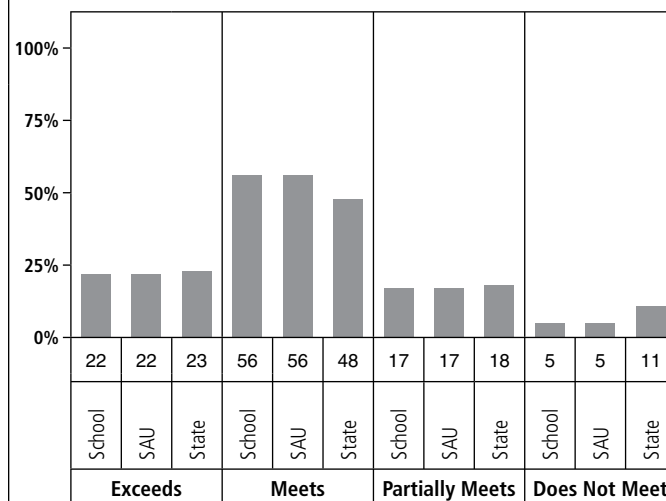
SAU: Durham School Department

School: Durham Elementary School

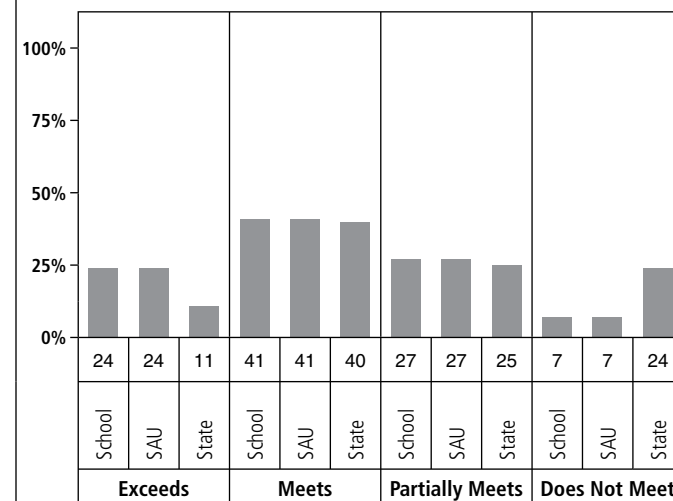
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	848	848	845
2006–2007	850	850	847
2007–2008	851	851	849
Cum. Avg. *	850	850	847
Mathematics			
2005–2006	851	851	840
2006–2007	848	848	842
2007–2008	849	849	841
Cum. Avg. *	849	849	841
Science & Technology			
2005–2006	856	856	846
2006–2007	854	854	847
2007–2008	855	855	847
Cum. Avg. *	855	855	847

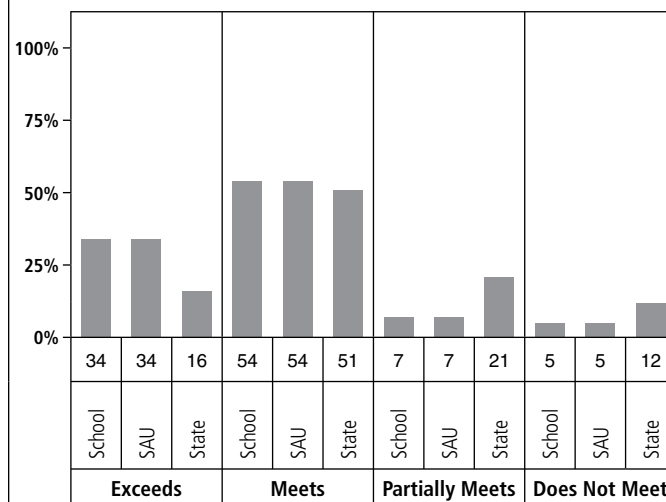
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 8
SAU: Durham School Department
School: Durham Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology						School			SAU			State			
	School		SAU		State		School		SAU		State		School		SAU		State																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	41	100	42	100	15274	100	41	100	42	100	15102	99	41	100	42	100	15097	99	41	100	42	100	15080	99										
Ethnicity African American/Black	0	0	0	0	368	2	0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97										
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98										
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98										
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98										
Caucasian/White	41	100	42	100	14461	95	41	100	42	100	14312	99	41	100	42	100	14302	99	41	100	42	100	14289	99										
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Identified disability	5	12	6	14	2508	16	5	100	6	100	2446	98	5	100	6	100	2441	98	5	100	6	100	2431	98										
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99										
Economically disadvantaged	7	17	7	17	5420	35	7	100	7	100	5329	99	7	100	7	100	5324	99	7	100	7	100	5313	98										
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	37	90	37	88	12703	83	37	90	37	88	12694	83	37	90	37	88	12710	83						
Identified disability (PET/IEP)	1	3	1	3	437	3	1	3	1	3	421	3	1	3	1	3	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	1	3	1	3	229	2	1	3	1	3	231	2	1	3	1	3	230	2						
Participation with accommodations	4	10	4	10	2221	15	4	10	4	10	2227	15	4	10	4	10	2197	14						
Identified disability (PET/IEP)	4	100	4	100	1832	82	4	100	4	100	1844	83	4	100	4	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	1	2	177	1	0	0	1	2	176	1	0	0	1	2	173	1						
Identified disability (PET/IEP)	0	0	1	100	177	100	0	0	1	100	176	100	0	0	1	100	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Durham School Department
School:	Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	10	22	10	22	2695	17
	2006-2007	15	33	15	33	2407	16
	2007-2008	9	22	9	22	3428	23
	Cum. Total*	34	26	34	26	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	19	41	19	41	6830	42
	2006-2007	13	28	13	28	7494	49
	2007-2008	23	56	23	56	7179	48
	Cum. Total*	55	41	55	41	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	12	26	12	26	3741	23
	2006-2007	10	22	10	22	3628	24
	2007-2008	7	17	7	17	2706	18
	Cum. Total*	29	22	29	22	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	5	11	5	11	3003	18
	2006-2007	8	17	8	17	1810	12
	2007-2008	2	5	2	5	1611	11
	Cum. Total*	15	11	15	11	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	38.1	68.0	38.1	68.0	36.9	65.9
Literary Text	28	50	18.9	67.5	18.9	67.5	18.3	65.4
Informational Text	28	50	19.1	68.2	19.1	68.2	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Durham School Department
 School: Durham Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	41	9	22	23	56	7	17	2	5	851	41	22	56	17	5	851	14924	23	48	18	11	849
Ethnicity																						
African American/Black	0										0						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	41	9	22	23	56	7	17	2	5	851	41	22	56	17	5	851	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	2	40	2	40	836	5	0	20	40	40	836	2269	3	24	32	42	833
No	36	9	25	22	61	5	14	0	0	853	36	25	61	14	0	853	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	41	9	22	23	56	7	17	2	5	851	41	22	56	17	5	851	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	7	1	14	4	57	1	14	1	14	850	7	14	57	14	14	850	5222	12	44	25	19	843
No	34	8	24	19	56	6	18	1	3	851	34	24	56	18	3	851	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	41	9	22	23	56	7	17	2	5	851	41	22	56	17	5	851	14917	23	48	18	11	849
Gender																						
Female	19	5	26	11	58	3	16	0	0	853	19	26	58	16	0	853	7198	30	48	15	7	853
Male	22	4	18	12	55	4	18	2	9	849	22	18	55	18	9	849	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	41	9	22	23	56	7	17	2	5	851	41	22	56	17	5	851	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	41	9	22	23	56	7	17	2	5	851	41	22	56	17	5	851	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Durham School Department

School: Durham Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						9	10	39	24	26	841
B. less than one hour	54	5	23	10	45	5	23	2	9	849	54	23	45	23	9	849	46	20	50	20	11	849
C. one to two hours	46	4	21	13	68	2	11	0	0	854	46	21	68	11	0	854	41	28	49	15	7	852
D. more than two hours	0										0						5	28	44	15	12	850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	63	6	23	15	58	5	19	0	0	852	63	23	58	19	0	852	33	31	48	14	7	853
B. They match some of what I have learned.	24	1	10	6	60	2	20	1	10	848	24	10	60	20	10	848	53	21	51	19	9	849
C. They match just a little of what I have learned.	12	2	40	2	40	0	0	1	20	854	12	40	40	0	20	854	11	14	41	25	20	844
D. There is no match.	0										0						3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	20	3	38	3	38	2	25	0	0	854	20	38	38	25	0	854	31	42	44	8	6	857
B. good	61	4	16	16	64	3	12	2	8	850	61	16	64	12	8	850	49	19	54	19	9	849
C. fair	20	2	25	4	50	2	25	0	0	852	20	25	50	25	0	852	18	5	42	31	22	840
D. poor	0										0						2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	10	0	0	4	100	0	0	0	0	854	10	0	100	0	0	854	15	16	44	22	18	845
B. about the same as my regular schoolwork	78	9	29	15	48	5	16	2	6	852	78	29	48	16	6	852	65	23	49	18	9	850
C. easier than my regular schoolwork	13	0	0	3	60	2	40	0	0	842	13	0	60	40	0	842	19	30	49	14	8	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	1	50	1	50	0	0	848	5	0	50	50	0	848	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	68	6	21	15	54	5	18	2	7	851	68	21	54	18	7	851	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	27	3	27	7	64	1	9	0	0	853	27	27	64	9	0	853	38	36	48	11	5	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	51	5	24	12	57	4	19	0	0	852	51	24	57	19	0	852	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	44	4	22	9	50	3	17	2	11	849	44	22	50	17	11	849	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	2	100	0	0	0	0	851	5	0	100	0	0	851	6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	10	1	25	2	50	1	25	0	0	849	10	25	50	25	0	849	18	31	47	13	9	852
B. 20 minutes to an hour	37	3	20	10	67	2	13	0	0	854	37	20	67	13	0	854	41	28	49	15	7	852
C. less than 20 minutes	22	3	33	4	44	1	11	1	11	854	22	33	44	11	11	854	13	20	49	18	12	848
D. I rarely read at home.	32	2	15	7	54	3	23	1	8	847	32	15	54	23	8	847	28	12	47	26	16	844
How do you feel about the following statement? <i>"My knowledge of reading will be useful to me as an adult."</i>																						
A. strongly agree	44	2	11	12	67	3	17	1	6	850	44	11	67	17	6	850	43	31	48	14	7	853
B. agree	51	7	33	9	43	4	19	1	5	852	51	33	43	19	5	852	48	18	50	20	12	848
C. disagree	5	0	0	2	100	0	0	0	0	849	5	0	100	0	0	849	6	11	43	24	21	843
D. strongly disagree	0										0						2	6	36	32	26	839
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Durham School Department
School:	Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	11	24	11	24	1714	11
	2006-2007	12	26	12	26	1952	13
	2007-2008	10	24	10	24	1657	11
	Cum. Total*	33	25	33	25	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	23	50	23	50	5533	34
	2006-2007	17	37	17	37	5870	38
	2007-2008	17	41	17	41	5956	40
	Cum. Total*	57	43	57	43	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	10	22	10	22	4764	29
	2006-2007	11	24	11	24	3982	26
	2007-2008	11	27	11	27	3729	25
	Cum. Total*	32	24	32	24	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	2	4	2	4	4251	26
	2006-2007	6	13	6	13	3534	23
	2007-2008	3	7	3	7	3579	24
	Cum. Total*	11	8	11	8	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.5	59.4	9.5	59.4	8.4	52.5
Cluster 2: Shape and Size	14	25	7.0	50.0	7.0	50.0	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	5.0	62.5	5.0	62.5	4.6	57.5
Cluster 4: Patterns	18	32	11.4	63.3	11.4	63.3	8.9	49.4

Cluster 1: Numbers and Operations
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
 E. Geometry
 F. Measurement

Cluster 3: Mathematical Decision Making
 C. Data Analysis and Statistics
 D. Probability

Cluster 4: Patterns
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Durham School Department
 School: Durham Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	41	10	24	17	41	11	27	3	7	849	41	24	41	27	7	849	14921	11	40	25	24	841
Ethnicity																						
African American/Black	0										0						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	41	10	24	17	41	11	27	3	7	849	41	24	41	27	7	849	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	3	60	1	20	838	5	0	20	60	20	838	2265	1	14	22	62	824
No	36	10	28	16	44	8	22	2	6	851	36	28	44	22	6	851	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	41	10	24	17	41	11	27	3	7	849	41	24	41	27	7	849	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	7	1	14	3	43	2	29	1	14	847	7	14	43	29	14	847	5217	5	30	29	37	834
No	34	9	26	14	41	9	26	2	6	850	34	26	41	26	6	850	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	41	10	24	17	41	11	27	3	7	849	41	24	41	27	7	849	14914	11	40	25	24	841
Gender																						
Female	19	3	16	10	53	6	32	0	0	847	19	16	53	32	0	847	7199	11	40	26	23	841
Male	22	7	32	7	32	5	23	3	14	851	22	32	32	23	14	851	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	41	10	24	17	41	11	27	3	7	849	41	24	41	27	7	849	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	41	10	24	17	41	11	27	3	7	849	41	24	41	27	7	849	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Durham School Department
School: Durham Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						9	5	30	23	41	833
B. less than one hour	54	7	32	7	32	5	23	3	14	850	54	32	32	23	14	850	46	10	40	26	25	840
C. one to two hours	46	3	16	10	53	6	32	0	0	848	46	16	53	32	0	848	41	14	42	25	19	843
D. more than two hours	0										0						5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	76	9	29	12	39	8	26	2	6	851	76	29	39	26	6	851	30	17	43	22	18	845
B. They match some of what I have learned.	22	1	11	5	56	2	22	1	11	844	22	11	56	22	11	844	50	10	42	26	22	841
C. They match just a little of what I have learned.	2	0	0	0	0	1	100	0	0	836	2	0	0	100	0	836	17	6	32	29	33	836
D. There is no match.	0										0						4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	7	78	2	22	0	0	0	0	867	22	78	22	0	0	867	26	29	46	14	11	851
B. good	27	2	18	6	55	3	27	0	0	848	27	18	55	27	0	848	45	7	46	27	20	841
C. fair	39	1	6	6	38	7	44	2	13	844	39	6	38	44	13	844	23	1	26	34	38	833
D. poor	12	0	0	3	60	1	20	1	20	838	12	0	60	20	20	838	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	15	0	0	2	33	2	33	2	33	838	15	0	33	33	33	838	34	4	35	28	32	836
B. about the same as my regular schoolwork	63	7	28	10	40	7	28	1	4	849	63	28	40	28	4	849	52	10	43	26	21	842
C. easier than my regular schoolwork	23	3	33	4	44	2	22	0	0	855	23	33	44	22	0	855	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	56	3	13	11	48	7	30	2	9	846	56	13	48	30	9	846	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	39	6	38	5	31	4	25	1	6	853	39	38	31	25	6	853	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	50	1	50	0	0	0	0	854	5	50	50	0	0	854	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	0										0						9	6	38	27	29	837
B. two or three days a week	32	2	15	5	38	5	38	1	8	844	32	15	38	38	8	844	16	8	38	27	27	839
C. two or three times each month	66	8	30	12	44	6	22	1	4	852	66	30	44	22	4	852	28	12	41	27	21	843
D. never or almost never	2	0	0	0	0	0	0	1	100	828	2	0	0	0	100	828	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	22	3	33	1	11	3	33	2	22	844	22	33	11	33	22	844	38	14	42	23	21	843
B. two or three times a week	46	4	21	11	58	4	21	0	0	851	46	21	58	21	0	851	33	10	41	26	23	841
C. two or three times each month	24	3	30	3	30	4	40	0	0	851	24	30	30	40	0	851	18	10	36	27	27	840
D. never or almost never	7	0	0	2	67	0	0	1	33	845	7	0	67	0	33	845	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	56	8	35	7	30	8	35	0	0	852	56	35	30	35	0	852	54	14	44	23	18	844
B. agree	37	2	13	8	53	2	13	3	20	846	37	13	53	13	20	846	38	8	36	27	28	838
C. disagree	5	0	0	1	50	1	50	0	0	844	5	0	50	50	0	844	6	6	31	28	36	835
D. strongly disagree	2	0	0	1	100	0	0	0	0	856	2	0	100	0	0	856	2	3	23	25	49	831
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Durham School Department
School:	Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	14	30	14	30	1879	12
	2006-2007	15	33	15	33	2192	14
	2007-2008	14	34	14	34	2371	16
	Cum. Total*	43	32	43	32	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	29	63	29	63	8604	53
	2006-2007	23	50	23	50	7916	52
	2007-2008	22	54	22	54	7630	51
	Cum. Total*	74	56	74	56	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	2	4	2	4	3618	22
	2006-2007	6	13	6	13	3340	22
	2007-2008	3	7	3	7	3175	21
	Cum. Total*	11	8	11	8	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	1	2	1	2	2174	13
	2006-2007	2	4	2	4	1865	12
	2007-2008	2	5	2	5	1731	12
	Cum. Total*	5	4	5	4	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.2	65.7	9.2	65.7	8.1	57.9
Cluster 2: Physical Sciences	14	25	9.7	69.3	9.7	69.3	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	9.5	67.9	9.5	67.9	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.6	61.4	8.6	61.4	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Durham School Department
 School: Durham Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	41	14	34	22	54	3	7	2	5	855	41	34	54	7	5	855	14907	16	51	21	12	847
Ethnicity																						
African American/Black	0										0						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	41	14	34	22	54	3	7	2	5	855	41	34	54	7	5	855	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	2	40	2	40	837	5	0	20	40	40	837	2258	3	29	31	37	836
No	36	14	39	21	58	1	3	0	0	858	36	39	58	3	0	858	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	41	14	34	22	54	3	7	2	5	855	41	34	54	7	5	855	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	7	2	29	3	43	1	14	1	14	850	7	29	43	14	14	850	5206	8	45	28	20	842
No	34	12	35	19	56	2	6	1	3	856	34	35	56	6	3	856	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	41	14	34	22	54	3	7	2	5	855	41	34	54	7	5	855	14900	16	51	21	12	847
Gender																						
Female	19	5	26	12	63	2	11	0	0	856	19	26	63	11	0	856	7196	14	52	23	12	847
Male	22	9	41	10	45	1	5	2	9	855	22	41	45	5	9	855	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	41	14	34	22	54	3	7	2	5	855	41	34	54	7	5	855	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	41	14	34	22	54	3	7	2	5	855	41	34	54	7	5	855	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 8
 SAU: Durham School Department
 School: Durham Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						9	10	40	26	23	842
B. less than one hour	54	7	32	11	50	2	9	2	9	854	54	32	50	9	9	854	46	14	52	22	12	847
C. one to two hours	46	7	37	11	58	1	5	0	0	857	46	37	58	5	0	857	41	19	53	19	9	849
D. more than two hours	0										0						5	19	47	21	14	848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	73	11	37	17	57	2	7	0	0	856	73	37	57	7	0	856	29	19	54	19	9	849
B. They match some of what I have learned.	27	3	27	5	45	1	9	2	18	853	27	27	45	9	18	853	49	16	51	22	11	848
C. They match just a little of what I have learned.	0										0						18	13	51	23	13	846
D. There is no match.	0										0						5	9	39	29	23	842
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	20	3	38	5	63	0	0	0	0	860	20	38	63	0	0	860	23	28	51	13	8	853
B. good	63	9	35	14	54	2	8	1	4	855	63	35	54	8	4	855	54	15	55	21	9	848
C. fair	17	2	29	3	43	1	14	1	14	850	17	29	43	14	14	850	20	5	45	32	18	842
D. poor	0										0						3	2	35	34	29	838
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	8	1	33	2	67	0	0	0	0	859	8	33	67	0	0	859	27	15	49	22	14	846
B. about the same as my regular schoolwork	80	11	34	17	53	2	6	2	6	855	80	34	53	6	6	855	59	15	53	22	10	848
C. easier than my regular schoolwork	13	1	20	3	60	1	20	0	0	850	13	20	60	20	0	850	13	21	51	18	10	850
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	41	3	18	11	65	2	12	1	6	852	41	18	65	12	6	852	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	59	11	46	11	46	1	4	1	4	857	59	46	46	4	4	857	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	12	41	25	22	843
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	24	2	20	8	80	0	0	0	0	855	24	20	80	0	0	855	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	15	2	33	4	67	0	0	0	0	857	15	33	67	0	0	857	24	18	53	20	10	849
C. the course(s) described in B, plus physics	22	5	56	2	22	0	0	2	22	856	22	56	22	0	22	856	22	30	47	14	8	853
D. a life science and physical science class	39	5	31	8	50	3	19	0	0	854	39	31	50	19	0	854	29	8	52	27	14	844
How do you feel about the following statement? <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	27	3	27	7	64	1	9	0	0	857	27	27	64	9	0	857	27	23	51	17	9	851
B. agree	61	11	44	12	48	1	4	1	4	857	61	44	48	4	4	857	54	15	53	21	11	847
C. disagree	10	0	0	2	50	1	25	1	25	842	10	0	50	25	25	842	15	10	50	26	14	845
D. strongly disagree	2	0	0	1	100	0	0	0	0	852	2	0	100	0	0	852	4	7	39	30	24	841
How well does the following statement reflect your future goals? <i>"I am interested in a career related to science, technology, engineering, or mathematics."</i>																						
A. strongly agree	27	2	18	6	55	2	18	1	9	851	27	18	55	18	9	851	25	24	52	15	8	851
B. agree	34	8	57	5	36	1	7	0	0	860	34	57	36	7	0	860	37	15	50	22	12	847
C. disagree	37	4	27	10	67	0	0	1	7	854	37	27	67	0	7	854	26	12	53	23	12	846
D. strongly disagree	2	0	0	1	100	0	0	0	0	856	2	0	100	0	0	856	12	8	48	28	15	844
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											